

Year 4 English Reading Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Vikings		Ancient Greece		Extreme Earth	
Whole Class Reading texts	The Marble Crusher – Michael Morpurgo		Who Let the Gods Out? – Maz Evans		Running on the Roof of the World – Jess Butterworth	
Progression of skills – Reading	Word reading and fluency - Try out different pronunciations to aid the decoding of unfamiliar, longer words - Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) - Continue to build a knowledge of unusual grapheme phoneme correspondences					
	Being a reader - Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Identify and remember common structural and language conventions in different text types - Read for a range of purposes - Know and recognise some forms of poetry - Prepare poems and playscripts to read aloud and perform, considering speed, volume and action - Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis - Retell myths and legends focusing on the themes					
	Reading comprehension Answering questions: answer questions giving evidence from the text in their response Clarifying: ask questions to improve their understanding of a text Imagining: empathise with characters and their situations Inferring: use textual details and examples to support inferences and explanations about a text’s meaning Linking: make connections between texts in terms of plot, similar characters, same author etc. Predicting: predict what may happen and explain using stated and implied detail from the text Summarising: summarise a text using the key points Understanding purpose and viewpoint - Identify the author’s purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text					

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	• Recognise the viewpoint of the author • Distinguish between fact and opinion when discussing viewpoint Understanding text organisation: • Identify how the layout in book and screen-based texts aids the reader • Identify instances where structure and layout contribute to meaning Understanding writers' use of language • Discuss language which has captured their interest • Select and discuss effective words and phrases e.g. figurative language • Engage in a discussion on an author's use of language Being a researcher • Distinguish between fact and opinion in order to verify the accuracy and reliability of information • Appraise the usefulness of a text for a task • Use the strategies of skimming, scanning, close reading and key word searches to locate and select information		
Progression of skills – Spoken Language	Speaking/listening • Justify a view by giving reasons and evidence • Tell a story which is clear, structured and detailed • Use formal/ informal registers when appropriate • Make notes when listening • Recognise and analyse formal/informal registers when listening • Ask relevant questions after listening to build understanding	Drama (primarily through production) • Articulate clearly and project the voice • Choose vocabulary and movement to match the place and time in a scene • In a group, present their own play by learning lines, making props and creating simple sound and light effects	Discussion • Use inclusion techniques in a group, e.g. questions, eye contact, people's names • Address alternative opinions in discussion • Take different roles in groups, e.g. leader, reporter, scribe, mentor

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